

Year group	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
EYFS	What is this religious story about? Why might people tell this story? <b>Christianity (Bible stories)</b>  ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling	What ceremonies and festivals have you taken part in? How do people celebrate Christmas/ Diwali? <b>Christianity/Hinduism</b>  ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;	Why does Easter matter to Christians? <b>Christianity –Salvation</b>	What happens in the Mosque? <b>Islam</b>  ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	What puzzles you? How do you think the world was made? (Christianity/Hinduism/Islam/ Humanist)  ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
1	What questions do religious stories make us ask? Do we have any answers? (Christianity/Hinduism/Islam)	How does a celebration bring a community together? <b>Islam, Christianity *</b>	What do Muslims need to know about the Life of the Prophet Mohammed? <b>Islam</b>	What does the cross mean to Christians? <b>Christianity UC Salvation</b>	How did the universe come to be? <b>Hinduism, Christianity</b>
2	Why is light an important symbol for Christians Jews and Hindus? <b>Christianity*, Hinduism</b>	What does the nativity story teach Christians about Jesus? <b>Christianity UC Incarnation</b>	How do Christians belong to their faith family?  <b>Christianity – different cultures same and different</b>	How Muslims show devotion to God? <b>Islam (Pillars, Hadith and cultural customs incl dress)</b>	Why do people have different views about the idea of God? <b>Multi</b> (compare ideas and reason why different)
3	How do people express commitment to a religion/ worldview in different ways? <b>Hinduism vs Islam</b>	What is the Trinity?  <b>Christianity (UC Incarnation)</b>	What is philosophy? How do people make moral decisions? <b>Christianity vs Humanist Link UC Gospels</b>	What do Muslims believe about God?  <b>Islam</b>	How do/have religious groups contributed to society and culture in the local area?  <b>Multi</b>
4	Where do religious beliefs come from?  <b>Christianity</b>	What do we mean by truth? Is seeing believing?  <b>Multi, including Sikh views on God as truth</b>	<b>How do/have religious groups contribute to society and culture?</b>  <b>Hindu/ Christianity</b>	Why is there diversity of belief within Islam? <b>Islam (Sunni, Shia, Sufi) Includes some theological aspects</b>	What does sacrifice mean?  <b>Multi/Humanist (link UC Salvation)</b>
5	Is believing in God reasonable? <b>Multi/Humanist</b>	How has belief in God impacted on music and art through history? <b>Christianity /Muslim show not all traditions are patterns)</b>	What can we learn about the world/knowledge/meaning of life from the great philosophers? <b>Multi (incl Buddhism)</b>	What difference does the resurrection make to Christians? <b>Christianity</b>	How do Hindus make sense of the world?  <b>Hinduism</b>
6	One narrative many beliefs – why do people interpret things differently?  Christianity	How and why does religion bring peace and conflict? <b>Multi</b>	What does it mean to be human? Is being happy the greatest purpose in life? <b>Humanist/ Christianity</b>	Creation or science: conflicting or complementary? <b>Christianity vs Humanist/Atheist (UC Creation)</b>	How do beliefs shape identity for Hindus?  <b>Hinduism</b>
Code	Social Science Thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.		Theology – Thinking through believing. It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.		Philosophy – Thinking through thinking. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.

*\*incl links to Judaism as foundation for Christianity*

EYFS – Christianity and Islam

KS1

In depth – Christianity & Islam    Encountering – Hinduism

KS2

Christianity – Islam, Hinduism and encountering Humanism and Buddhism